

EWU - Addendum to Standard V Final Proposal Review

- I. Examples of evidence. Within each of the four major standards, there are understandable examples of teacher-based and student-based evidence as appropriate.**

- a. No reference in teacher-based evidence to across content areas.**

References to methods courses EDUC 413, Reading in the Content Area and EDUC 341, Secondary Strategies describe lesson plan requirements.

All secondary professional education candidates are required to take these two courses thus every endorsement content area may be represented. All secondary candidates across content areas are fully involved in implementation of Standard V in professional education course work, pre-student teaching classroom experiences and Student Teaching.

Dialogue with professors from cross campus content areas continues to take place around common course syllabi and candidate data specific to content areas during monthly Cross Campus faculty meetings.

- b. Student-based evidence - Needs specific examples of evidence, which will be collected from candidates and then analyzed to inform instruction. We believe the board is looking for distinctive thoughtful student-based evidence for criteria. The detail needs to match that of the teacher-based evidence.**

The embedded assignments are listed on the revised Standard V Template Student Based Evidence for each required professional education course listed in the Teacher Education Evidentiary Portfolio; graded with feedback comments by faculty and returned to the candidate for placement in the Evidentiary Portfolio. EWU Supervisor lesson observations and comments during pre-student teaching field experiences and end of quarter Performance Verification Assessments completed by the cooperating teacher are also placed in the Evidentiary Portfolio, which is reviewed during Professional Admissions prior to Student Teaching.

Professors collect analyze each of the portfolio assignments to inform instruction and provide feedback to candidates.

(See EWU Addendum to Standard V Final Proposal Review)

II. Narrative

- 1. The narrative provides adequate information to determine what changes have occurred in each of the following areas:**

Course content - teacher-based evidence is provided but the narrative does not address or provide specific examples of changes that have occurred.

The following course content changes occurred beginning with the fall 2007 retreat (referenced in the proposal submitted). Specific changes relative to Standard V occurred.

EDUC 200 - Admission to Teacher Education Program

The new version of Standard V was integrated into the Teacher Education Evidentiary Portfolio (includes descriptions, state assessments, course and required forms for required concurrent field experiences).

Standard V is introduced to candidates in EDUC 200.

EDUC 201 - Introduction to Teacher Education

The teacher's role in relation to Standard V is addressed in the course.

EDUC 303 - Foundations of Assessment

Standards based assessment practice is addressed in this course during which the professor models a range of assessment strategies. The following course outcome is addressed:

- develop different kinds of assessment instruments and assess learning outcomes based on state and endorsement standards in his or her content area(s).

Assessment areas may include but are not limited to: objective test with key and rubric, chart and observational checklist, assessment conference, metacognitive reflection paper, a rubric organizer and assessment portfolio and requires student assignments related to each. Emphasis is placed in the Pedagogy Assessment, which is reviewed in detail.

As previously reported all methods courses including EDUC 310, 338, 339 (elementary) and EDUC 341 and 413 (secondary) were revised to add an additional credit to focus on assessment and management in lesson plan development in courses

Field Experiences - This component could be made stronger with more reference to the collection and analysis of student and candidate-based evidence.

During methods courses candidates are required to develop lesson plans, which include assessment/data gathered for student performance toward meeting target; ways to gather student voice related to self-assessment of progress.

Classroom based lessons are taught during concurrent pre-student teaching field experiences. EWU supervisors observe one lesson in each of the 3-quarter pre-student teaching field experience and provide feedback on candidate assessment of student performance and student voice.

The Student Teaching Midterm/Final Evaluation Assessment was revised into Standard V Format (Examples were submitted for both OSPI reports) with evidence collected for both teacher (candidate) and K-12 student performance. As previously

reported this assessment is completed by indicating that standards are met or unmet by student teacher, cooperating teacher and EWU supervisor at midterm and end of student teaching.

P-12 district/school partnerships - While we appreciate the supervisors meeting with the K-12 teachers to explain Standard V, it appears that no explicit partnerships have been developed.

We believe in placing our 250-300 field experience candidates each quarter that we are partners with many neighboring districts and schools. The EWU supervisors are liaisons.

Continued training on Standard V and evidence gathering will be ongoing with supervisors during quarterly all day meetings.

Our new Director of Field Experiences has participated in the co-teach training from St. Cloud University which was sponsored by Whitworth. He reported many of the neighboring school districts we present and that this will provide an opportunity for increased communication with them regarding meeting of Standard V criteria.